DOCUMENT RESUME

ED 036 294 JC 700 041

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TITLE COMMUNITY JUNIOR COLLEGE FACULTY: NEEDS, CHARACTERISTICS, AND SOURCES.
PUB DATE 69
NOTE 27P.

EDRS PRICE EDRS PRICE MF-$0.25 HC-$1.45
DESCRIPTORS *FACULTY RECRUITMENT, *JUNIOR COLLEGES, *PERSONNEL NEEDS, *TEACHER CHARACTERISTICS, TEACHER RECRUITMENT

ABSTRACT

THE GROWING NEED FOR JUNIOR COLLEGE TEACHERS STIMULATED THIS EXAMINATION OF TEACHER CHARACTERISTICS AND POTENTIAL SOURCES OF NEW TEACHERS. SINCE JUNIOR COLLEGES WILL RECEIVE AN INCREASING SHARE OF THE NATION'S COLLEGE ENROLLMENT, JUNIOR COLLEGES MUST ATTRACT QUALIFIED FACULTY MEMBERS. THE LITERATURE ON JUNIOR COLLEGE FACULTY CHARACTERISTICS PROVIDES INSIGHTS INTO THE ORIGINS AND EDUCATION OF PRESENT TEACHERS AND SUGGESTS SOURCES OF FUTURE TEACHERS. MANY TEACHERS COME FROM THE STAFFS OF HIGH SCHOOLS, UNIVERSITIES, AND OTHER COLLEGES. OTHER SOURCES ARE GRADUATE SCHOOLS, BUSINESS, AND INDUSTRY. THE AUTHOR SUGGESTS THAT RETIRED MILITARY PERSONNEL MIGHT BE A POTENTIAL SOURCE OF JUNIOR COLLEGE TEACHERS AND THAT PRESENT JUNIOR COLLEGE STUDENTS AND GRADUATES SHOULD BE ENCOURAGED TO CONSIDER TEACHING. PART-TIME TEACHERS FROM THE PROFESSIONAL OR BUSINESS WORLD CAN ENRICH THE JUNIOR COLLEGE CURRICULUM. (MS)

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ED036294

COMMUNITY JUNIOR COLLEGE FACULTY:
Needs, Characteristics, and Sources

A SYNTHESIS PAPER

by

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JC 700 041

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 13 1970

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

COMMUNITY JUNIOR COLLEGE FACULTY:
Needs, Characteristics, and Sources

As one considers the nature and mission of the community junior college[1] it becomes apparent that the faculty plays a very crucial role in the achievement of the purposes of the institution. Increasing enrollments, changing needs of our society and economy, and the phenomenal growth of the community junior college concept point most vividly to the increasing importance that the faculties of these institutions will play in shaping the future of this great country of ours. In view of this increasing importance, it shall be the task of this writer to briefly examine the mounting needs for community junior college teachers; and the extent of the demand for these instructors. As the needs and demands are examined, it appears necessary to examine the characteristics of those teachers that ultimately come to the junior college to answer these needs. The examination of the characteristics will be followed by a look at the sources of the new supply of teachers, and suggestions for attracting these teachers will be reviewed. Finally, the writer considers the topic of part-time faculty of such importance that this topic will be considered individually.

A study of faculty demand and supply in California higher education conducted in 1958 provides an estimate of full-time

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[1]The terms community junior college and junior college will both be used in this discussion. No attempt has been made to differentiate between the two terms.

equivalent staff needs in California for the period 1957-1970.[2] Although this study is more than ten years old, the staff needs are reasonable in terms of enrollment estimates.

Summary of Estimates of Total F.T.E. Staff Required and New F.T.E. Staff Needed in California Junior Colleges 1957-1970

Year or period	Junior colleges	Year or period	Junior colleges
A. Total Full-Time-Equivalent Staff Required		B. New Full-Time-Equivalent Staff Needed to Maintain Above Requirements	
Year		Period	
1953(actual)	2,755	1957-60	3,940
1956(actual)	3,969	1961-65	5,420
1960	6,475	1966-70	6,260
1965	9,010		
1970	11,380	Total 1957-70	15,620
Per cent 1970 is of 1953,	413		

These figures point out the increasing need for junior college teachers in California, and may not reasonably represent the general need nationally due to the exceptional growth of colleges in California. However, studies conducted elsewhere indicate a pattern similar to that established in California.

In a national study, which was inconclusive, results did somewhat indicate a national need.[3] In this study letters were

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[2]"A Study of Faculty Demand and Supply in California Higher Education - 1957-1970." Prepared for the Liaison Committee of the Regents of the University of California and the California State Board of Education. 1958. P. 26.

[3]Templeton, Wilmam., Wyke, Samuel D. An Analysis of Junior College Personnel Needs for 1968-1969. Applachian State Teachers College, Boone, N.C. March 1968.

sent to 877 junior colleges listed in the American Association of Junior Colleges Directory (1967). Those expected to open in 1968 were included in the mailing. The colleges were asked to send the number of instructional and administrative vacancies they expected for the academic year 1968-69 and the qualifications required of applicants for the positions. The data were to show the demand for personnel according to subject field and geographical area, as well as the salaries by subject field, by age, size, and type of institution, by kind of position, and by qualifications. One hundred and fifteen replies were received by February 1968, representing colleges in 32 states and one from the Canal Zone. The replies showed that (1) 498 positions were available, (2) none were open in home economics, 82 were open in economics and business, 52 in English, and 8 in art, (3) 423 of the vacancies were in the Southeast, Northeast, and Midwest, (4) 419 were in public institutions, (5) vacancies had no relation to age or size of institution, and (6) 437 positions were in the teaching area.

Although it was felt that the survey was not truly representative, it gives some indication of need and where a portion of this need lies.

A survey conducted in 1967 offers some indication of the demand for full-time staff and enrollment projections for the fall of 1969.[4] Projections are based on questionnaire data collected from 1,809 higher education institutions employing a

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[4] Rogers, James F. Staffing American Colleges and Universities, the Demand for Faculty and Other Professional Staff in Higher Education, November, 1963 through October, 1969. P. 43. Published 1967.

total of 349,386 full-time and part-time professional staff in 1963. By 1969, higher education institutions estimated a need for an additional 199,138 full-time professional staff members.

The 2-year institutions employed a total of 44,573 full- and part-time professional staff in the fall of 1963. These institutions employed 12.8 percent of the total professional staff of all types of colleges and universities covered by this study. These 2-year institutions estimate their demand for additional full-time staff as 38,472 from November 1963 through October 1969. During the same 6 years, these institutions project a 125.5 percent enrollment increase. They enrolled 19.3 percent of all students enrolled in the fall of 1963 at the colleges and universities covered by this study, and they expect the percent to increase to 27.0 in the fall of 1969.

It is obvious that the 125.5 percent enrollment increase expected by the 2-year institutions will be at a rate far more rapid than the 43.6 percent and 48.2 percent rates expected by the other two groups of institutions, liberal arts colleges and teachers colleges.

The quantitative nature of the faculty problem -- sheer numbers -- is revealing. The junior college share of the total enrollment will undoubtly continue to grow. The National Education Association Research Division's Committee on Educational Finance in the 1950's sought to emphasize the significance of Bureau of Census figures which pointed to ten year increases, 1960-1970,

in the following brackets of the population:[5]

Ages		Per Cent
5-11	(K-6).....	17.0
2-17	(6 or 3-3).....	33.0
4-17	(4-year H.S.).....	42.7
8-21	(undergraduate).....	56.6

It is obvious, now in 1969, what the impact of the population figures is to be. The flood is at the doors of higher education; the crest of the tide is at the freshman level. The public community colleges are being asked to assume an ever enlarging role, and assume an enlarged responsibility for the first two years of post-high school education.

This enlarging responsibility brings forth the following questions: Can the junior colleges assume added responsibilities? Will a sufficient number of teachers be available? If they are available, where will they come from? What are the characteristics and competencies of those teachers in the junior college? Can the junior colleges attract and retain competent teachers?

The junior colleges, to fulfill their function, differ from their senior sisters in many ways but perhaps most significantly in their emphasis on terminal and vocationally oriented education. As the colleges and universities concentrate more and more on upper level and graduate offerings, they will be thrusting an enlarged responsibility for vocational and terminal education upon the junior college. But, at the same time, they will also be leaving to the junior colleges a greatly expanded responsibility

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[5]Maul, Roy C., "The Biggest Problem: Finding Good Teachers." Junior College Journal, V 36 N 4. December, 1965 / January, 1966. P. 5.

for the first two years of general programs in the arts and sciences, teacher education, and sound undergraduate preparation for graduate study in many fields. And this dual role, of course, gives rise to the necessity for greater diversity in teaching staff.[6]

The characteristics of junior college faculty members revealed in the literature offers an indication of their qualifications and competencies, and also offers an indication of future sources which may provide the needed teachers.

The N.E.A. Research Division studies offer the following statistics on the academic qualifications of junior college teachers:

Year	DEGREE (Figures in Per Cent) Doctors	Masters + 1 yr.	Masters	Non-Masters	Men
1957-58	6.2	22.1	43.6	28.1	72.0
1958-59	7.9	18.6	45.8	27.7	69.1
1959-60	6.6	17.7	47.8	27.9	68.6
1960-61	6.1	17.1	48.5	28.3	67.5
1961-62	7.0	18.4	53.6	21.0	69.1
1962-63	7.2	20.7	51.5	20.6	70.9

NEW FACULTY MEMBERS No.	Percent	Public	Private	
1653	14.4	14.3	14.8	(1958-59)
2274	14.7	13.9	17.9	(1960-61)
3335	18.1	17.7	19.6	(1962-63)

These figures pertain to new teachers entering full-time service in junior colleges. During this period of time, new teachers with doctor's degrees have consistently comprised about 7% of the total. Those completing one year beyond the master's degree have comprised nearly 20%. The percentage of new teachers

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[6]Ibid., p. 5.

holding the master's degree has continuously increased to above the 50% mark. Those without degrees have decreased to near the 20% figure. The percentage of new teachers which are men has been consistently near the 70% figure.[7] On a biennial basis, the number of new faculty members and percentage has increased substantially. Each year substantially more junior colleges reported with consistently larger numbers of full-time faculty members. The percentage of new faculty members beginning in public and private institutions is fairly well split, but a larger percentage increase is noticable in the non-public institutions.

In view of the mounting enrollments at the junior college level these fiures are encouraging. The junior colleges have been able to attract capable faculty members, and increase the percentage of new faculty members with advanced preparation.

A faculty task force in Florida found the following facts about their faculties: 12% hold doctor's degrees, 77% hold masters, and 11% do not hold either. The 11% are involved in vocationally oriented programs where no degrees are required. Almost 50% have previous experience in a four-year college, and almost 70% have taught at some other level of education previous to junior college teaching.[8]

Questionnaires sent to 429 junior colleges by Hugo E. Siehr, produced 2,783 responses from new faculty members. They are

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[7]Maul, Ray C. "Can We Get Enough Good Teachers?" Junior College Journal, V 34 N 4 December, 1963. Pp. 3-6.

[8]Wattenborger, James L. "Five Years of Progress in Florida," Junior College Journal, V34 N 2 October, 1963. Pp. 18.

characterized as follows:[9]

1. Their median age is thirty-three years, three-fourths of them being in the 20-39 bracket.

2. Three of four are male.

3. Almost three-fourths are married.

4. Doctorates are held by 7 per cent. Master's degrees are the highest degrees held by 73 per cent, and bachelor's degrees by 19 per cent. Only 1 per cent hold no baccalaureate degree.

5. They earned their highest degrees from institutions in fifty different states and four territories, and twenty-six of them earned their degrees in foreign countries.

6. Three out of four had no previous college teaching experience.

7. Their initial teaching assignments in the junior college were in fields which included their major highest degrees in 90 per cent of the cases.

8. One out of three plan to stay in junior college teaching with one out of four aspiring to senior college teaching positions.

A special study in California of certain characteristics of new junior college teachers for the one year, 1957-58, indicates that 15.8% of new college teachers came from out of state, 28.7% are appointed with a bachelor's degree or less, 65% are appointed at the master's degree level, and 6.3% at the doctor's degree level. In 1956 10% of the entire body of full-time junior college faculty held doctor's degrees, 62.8% held master's degrees, 19.4% bachelor's degrees, and 7.8% held no degree.[10]

In 1967-68 the figures as indicated above have undergone some change. The new faculty members were distributed as follows: 3%

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[9]Siehr, Hugo E. and others, Problems of New Faculty Members in Community Colleges, American Association of Junior Colleges, Washington, D.C. Published 1963.

[10]Op. cit., "A Study of Faculty Demand and Supply -----," p. 35.

had doctor's degree, 54% started with a master's degree, 22% had earned their master's degree in 1966-67, and 21% had less than a master's degree. The disparity between precentage of doctor's degrees and those already on the faculty and staff may appear rather wide. The latter figure, which includes administrators, totals about 11%.[11]

The differences in the figures of the two studies on California's new junior college faculties are somewhat encouraging if it is realized that one significant emphasis of the junior college is on terminal and vocationally oriented education. These figures may very well indicate that junior colleges are seeking better qualified faculties to work in this segment of the program. It is indicated in the 1967-68 report that the 21% with less than a master's degree were principally vocational-technical teachers.

A survey of twenty-seven two-year colleges in New York is somewhat more revealing in its breakdown of transfer faculty and career faculty. Differences in educational preparation of 2,032 faculty members in the twenty-three institutions which were able to separate transfer and career faculty are shown below:[12]

EDUCATIONAL PREPARATION AND PROFESSIONAL BACKGROUND OF FACULTY TEACHING CAREER OR TRANSFER COURSES

Degree Held	Transfer Faculty (N = 1,008)	Career Faculty (N = 1,024)
Doctorate	16.6%	5.5%
Master's	67.0	61.1
Bachelor's	16.4	27.0
Associate	00.0	3.2
Less than assoc.	00.0	3.2
	100.0%	100.0%

[11] Phair, Tom S. "California Colleges Look at Their New Faculty," Junior College Journal, V39, N4. December, 1968 - January, 1969. P. 50.

[12] Birnbaum, Robert, "Background and Evaluation of Faculty in New York," Junior College Journal, V37, N3. November, 1966. P35.

These figures clearly show significant differences in the educational backgrounds of faculty members in the two groups. The number of doctorates in the transfer faculty far out number those in the career faculty. Once below the master's level differences are even more vivid. These differences are not meant to infer that one group is more professional than the other. These differences reflect the necessity of having a wide range of faculty members to continue to offer the diversified programs found in many junior colleges.

When considering the characteristics of new junior college faculties it is almost natural to wonder how these faculties compare with new university faculty members. In comparing two studies of these two new faculties, it is found that when these two groups are compared they are very comparable in age and marital status. Universities have substantially more doctoral degrees and fewer master's and bachelor's degrees than do community colleges. The initial teaching assignments as related to major fields of studies, are very comparable. Similarity in patterns of previous experience is also found for these two groups.[13]

Although these two educational institutions are comparable in many respects, they differ significantly in role. The role of the college is the prime factor to be considered when surveying the characteristics of the faculty. When the purposes of the

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[13]Blocker, Clyde E. "Are Our Faculties Competent" Junior College Journal, V36 N4. December, 1965, p. 13.

community junior college are recognized to be, college parallel programs, technical and vocational, terminal education, general education, guidance, and generally community service; it becomes obvious that the studies cited point out that the community junior colleges are employing individuals who will meet the social and professional demands of these institutions. Community college faculties are adequately trained and competent to fulfill the demands of their roles in two-year institutions.

The ever increasing need for additional junior college teachers is a fact. Fact along with the characteristics of present and new junior college teachers offers some insight into their origins, and also into possible sources for future junior college teachers. However, the question as to where to find the needed teachers still remains, and probably will continue to plague junior college administrators for a long time.

Utilizing our acquired insights, we might expect that many junior college teachers come from the high school classroom. During eight years of investigation, it was the consistent finding in N.E.A. Research Division studies that the largest single source of new junior college teachers was the high school classroom.[14] About three of every ten had come from this source. In 1963-64 and 1964-65 the 369 reporting public junior colleges drew 32.2% of their 6,226 new teachers directly from high school classrooms; the 197 reporting private junior colleges took 22.3% of their 1,400 new teachers from this source.

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[14]Maul, op. cit., "The Biggest Problem." P. 7.

New junior college teachers who were graduate students just prior to entering junior college teaching accounted for 23.7% of the total, while the degree-granting institution obtained as many as 48.9% from this source.

A popular source for new junior college teachers is the staffs of colleges and universities. A recent N.E.A. Research Division study indicates that junior colleges, in 1963-64 and 1964-65, obtained 17.1% of the 7,626 new full-time teachers employed during these two years from the degree granting institutions, while the latter pulled only 1.6% of their 29,621 new teachers from junior college staffs.

This N.E.A. study also reveals that 11.3% of the new junior college teachers were engaged in business and industrial occupations a year earlier.

These four sources, the high school classroom, the graduate school, college and university staffs, and business and industry, account for nearly 75% of all new junior college teachers. Other sources are indicated in the table appearing below, but none contribute as much as 4%.

SOURCES OF NEW FULL-TIME JUNIOR COLLEGE TEACHERS EMPLOYED IN 1963-64 AND 1964-65

Source	All	Junior Colleges (%) Public	Private
High school teaching	30.3%	32.2%	22.3%
Graduate school	23.7	23.0	27.2
College or university teaching	17.1	17.3	16.2
Business occupation	11.3	11.2	11.7
Bachelor's degree class	3.7	3.0	7.0
Other educational service	2.4	2.4	2.3
Miscellaneous, noneducational	2.1	2.3	1.0
Government service (civilian)	2.0	2.2	1.1
Research	1.5	1.4	2.0
Homemaking	1.4	1.3	1.7
Elementary school teaching	1.3	1.1	2.0
Military service	1.2	1.2	1.1
School administration	1.0	0.9	1.3
Religious service	1.0	1.5	3.1
All sources	100.0%	100.0%	100.0%
Number of junior colleges reporting	547	356	191

It was revealed in a study in California that 41% of the new full-time faculty members who started to instruct in September, 1967 in the 78 public junior colleges were trained and experienced elementary or secondary teaching veterans. These new instructors filled 537 of the total 1,310 positions reported as vacant.[15]

Experienced junior college instructors were the next most numerous group of new faculty members in this study. They numbered 249 or 20% of the total 1,310. It is interesting to note, in this 1968 study, that junior colleges are beginning to appear as a larger and noticeable source for junior college teachers. This may indicate a trend in recruiting junior college teachers. As junior college instructors continue to grow in number there will be some mobility among them. This may very well provide junior colleges with a new, very important, source of teachers. A trend may also develop away from high school teachers. Although they presently supply the highest numbers to junior colleges, this may not always be true. They will however continue to be a major source of junior college teachers.

Those individuals with no prior teaching experience proved to be a valuable source of new faculty members in this study. Although the actual source of these individuals is not indicated, (maybe graduate school), this group comprised 9% of the total new full-time faculty of 1,310.

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[15]Fhair, op. cit., p. 48.

Industrial or commercial experience provided 10% of the new faculty members and numbered 144. This figure is 5% lower than the percontage contributed by four-year colleges and universities. This is somewhat surprising when one considers the basic purposes and role of the junior college, and the movement to the lower division of education.

Additional sources are indicated in the listing below, but the most significant sources have been considered:

NEW FULL-TIME COMMUNITY COLLEGE FACULTY ENGAGED TO TEACH IN CALIFORNIA FOR SCHOOL YEAR 1967-68 LISTED BY EXPERIENCE LEVEL AT TIME OF CONTRACT

Experience	Total	Percentage
No prior teaching experience	115	9%
Secondary teaching experience	470	36%
Elementary teaching experience	25	2%
Four-year college teaching experience	198	15%
Community college teaching experience	249	20%
Secondary practice teaching experience (no other teaching experience)	6	.5%
Elementary practice teaching experience (no other teaching experience)	43	3%
Research assistant experience	7	.5%
Teaching assistant experience at the University of Califarnia	53	4%
Industrial or commercial experience (not in teaching)	144	10%

It was mentioned earlier that movement from four-year colleges and universities was somewhat startling. However, when Jefferson State Junior College, Birmingham, Alabama, opened in 1965, 49% of its faculty were former Alabama senior college professors, 41% were former secondary school teachers, and 10% came from public junior colleges in other states.[16] Perhaps this

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16 _____, "Report of the Study Made as Part of the Fifth Administrative Teams Institute from Jefferson State Junior College." P. 1. (ERIC Document #ED013650).

movement from four-year colleges and universities to junior colleges should not be so startling and will become an even more important source of junior college teachers in the future. This movement, and the movement from the high school classroom, does not do much to solve the teacher shortage which exists at all educational levels, but the previous teaching experience could possibly contribute to the quality of junior college teaching.

Thus, studies clearly indicate that secondary school teachers have been a consistent source for large numbers of junior college teachers, and probably will continue to be a major source in the future. This is an important source for teachers since two-year colleges need individuals with a deep commitment to teaching leavened with an appreciation of, and a competence in, one or more academic disciplines.

Staffing problems in commumity junior colleges could become very severe within the next decade if new sources of instructors are not found. As salaries continue to climb in the public secondary schools, and working conditions improve, this source of community college insturctors could be seriously threatened. The profession needs to know more about sources of new instructors, more about those who leave a particular position and what happens to them.

The potential sources of college and community college instructors may be much larger than some educators think, and some sources may be developed which would produce more acceptable instructors for the junior colleges.

To mention just one source which offers a great deal of potential, one might turn to retired military personnel as a source of additional instructors. With fifty thousand men and women expected to retire annually from the military forces during the next ten years this becomes an excellent source for recruiting faculty. Approximately 4,000 of these well trained, widely traveled, individuals have college degrees and a desire to teach in high school or college.[17] The community junior college, with its diversified programs, is in an excellent position to profit from this source. The many teaching programs, level of students, and absence of research commitments are attractive to these individuals.

A study conducted at Florida State University revealed that ratings of instructors with military careers did not differ significantly from ratings given career teachers. Also, administrators considered retired military personnel to be a valuable source of future junior college insturctors, but they were reluctant to give categorical endorcement to all retired Armed Forces personnel as they would be to endorce all members of any other group.[18]

Thus, junior college administrators would be wise to take a good long look at this source of instructors.

Very little research was found, by this writer, dealing with sources for community junior college teachers. Perhaps the major sources already discussed in this paper are fulfilling the needs, or perhaps the prime sources have been exhausted. In either case,

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[17]Litton, Maurice L. and Rogers, James T., "Retired Military Personnel: A Source of Additional Instructors," Junior College Journal. V35, p. 17, May, 1965.

[18]Ibid., p. 18.

these situations will not remain static. Preparations must be made for future enrollments and new responsibilities at the junior college level. It is time for junior college administrators to begin thinking about developing sources to provide future teachers, and to begin adopting practices which will attract desirable, competent teachers to the junior colleges.

One such potential source for junior college teachers are the present students of two-year colleges and former graduates. Promising young students in junior colleges should be encouraged to investigate the possibilities of junior college teaching as a career. Incentives should be offered to promising candidates in the form of scholarships, loans, and fellowships.

Cooperative efforts with four-year colleges and universities endeavoring to establish indivicually designed preparation programs for junior college teachers would be an extremely valuable means of developing a broad base for junior college teachers. This potential source could incorporate teaching internships at selected two-year colleges where beginning teachers would be given experience in developing talents and techniques while under the supervision of skilled master teachers.[19]

Better salaries is a factor in attracting good faculty members. However, more money is not the whole answer. Some states and some junior colleges already have attractive salary scales. There are

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[19]Eldrige, Donald A. "New Demensions For the Two-year College," Junior College Journal. V38, N1. September, 1967, p. 12.

other and just as important means of acquiring good faculties. Those junior colleges that have imaginative, creative staffs, and display bold leadership will naturally gain in prestige. Such prestige, gained through exemplary programs and experimentation make the schools highly visible and attractive to other imaginative teachers from a wide geographical area.[20]

Another means of developing a broad base for adding to junior college faculties might be a cooperative venture among groups of junior colleges. Students at any one of the junior colleges belonging to the cooperative group could take work from an outstanding faculty member at any one of the other member colleges and have it apply to his program.[21] Also, in this cooperative venture, some duplication of programs might be avoided which would cut down on the necessity of all members of the group searching for specialists and outstanding faculty members in all areas and programs. There does not appear to be any reason for every junior college within a given geographic area to offer identical programs. If resident junior colleges continue to appear on the scene in any great number this concept of cooperative groups and non-duplication of programs could become a major issue and of extreme importance.

The use of retired professors, military officers, and persons from business, industry, and government as an important source of junior college teachers has been hinted at and in some cases

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[20]Eurich Alvin C., "Staffing Junior Colleges," Junior College Journal. Vol 33, March, 1963. pp. 9-10.

[21]Ibid., p. 11.

discussed in this discourse. The future role which these individuals may play in the field of junior college education will depend upon the success and performance of those presently in teaching positions. The Florida study of retired military personnel mentioned earlier, and evidences that individuals from local industries and professions are more up-to-date on new developments in the scientific and technical fields[22] offer good examples of the contributions these groups can make to the growing junior college teaching profession.

Junior college administrators will face many problems in the future. Enrollments will be unprecedented, new responsibilities and programs will be demanded, and our changing society and economy will require retraining programs and vocational - technical programs unheard of before. These challenges must be met with good and capable teachers. New sources for these teachers will need to be found and developed. Now is the time to search out and develop these sources, before it becomes an impossible endeavor.

Part-time teachers are used extensively in the instructional programs of practically all types of institutions of higher education. Part-time teachers provide the junior colleges with a valuable source of teachers enabling them to offer the wealth and variety of programs currently available. The programs might not be available were it not for the dedicated instruction provided by hundreds of part-time faculty members. Thus, part-time teachers are certainly a most important part of two-year institutions.

The part-time instructor has been the mystery member of the

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[22]Ibid., p.11.

community junior college teaching profession, but he is certainly a most needed member. The regular staff could not provide the services needed in the many specialized and technical programs. In these, the part-time instructors bring, besides their vocational or management experience, a considerable prestige to the college, interpertations essential to the specific applications made of the subject matter taught in the service-oriented industry, and a degree of community interest and inter-relatedness unequalled in many other situations.[23] In many of the areas in which part-time instructors are found, salaries outside of teaching are so much higher than those in educational institutions that these services and contributions on a full-time basis at the junior college would be prohibited financially.

Across the nation part-time faculty members represent a broad cross-section of business and professional life, and their biographical records show a liberal sprinkling of Phi Beta Kappa, Sigma Xi, and other honorary memberships, as well as numerous advanced degrees. The proportion of part-time to full-time faculty is almost one to one in many colleges. Typically, the majority of part-time instructors teach in the evening division.[24]

In an N.E.A. Research Division survey the universities and colleges reported 1964-65 staffs consisting of 168,074 full-time and 66,385 part-time teachers. Typically, the part-time junior college teacher is a mature, experienced worker in the occupation

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[23]Kuhns, Eileen F., "Part-time Faculty," Junior College Journal, V33, N5, January, 1963, p. 10.

[24]Ibid., p. 9.

being explored by the student. There, the presence or absence of academic degrees is not a vital--- perhaps not even a major--- factor in determining the teacher's qualifications. But a successful background of firsthand experience is of first importance.[25]

Actually, little is known about the qualifications of many thousands of persons serving in classrooms on a part-time basis. In a recent study of Illinois and Maryland junior colleges[26] it was revealed that the academic preparation of the part-time faculty reflected the distinct local character of communities. When first appointed, 75% of Maryland's part-time teachers had a master's degree and/or advanced work. In Illinois, 78% of the part-time teachers had similar preparation. However, 18% of Maryland's part-time teachers held doctorates whereas only 4% in Illinois were similarly prepared.

Maryland administrators attributed the large number of doctorates to the presence of the many research-oriented government agencies. In Illinois, the large numbers with advanced study beyond the master's degree, but not including the doctorate, were identified principally as secondary teachers who desired the salary increments for additional study but who did not desire to continue for the doctorate.

Junior college administrators prefer to select applicants who have had some previous teaching experience. Yet 28% of the Illinois part-time faculty and 30% of the Maryland group had had no previous professional teaching experience when initially appointed. This

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[25]Maul, op. cit., "The Biggest Problem --," P. 6.

[26]Kennedy, Gerald, "Preparation, Orientation, Utilization, and Accpetance of Part-time Instructors." Junior College Journal, V37, N7. April, 1967, p. 15.

preference was also given as the principal reason why the use of graduate students, retired personnel, and housewives as part-time teachers has not developed to any substantial extent.

The qualifications and characteristics of junior college's part-time teaching staff are much in need of objective investigation. The lack of this objective investigation must be recognized in any efforts to compare qualifications of teaching staffs of different two-year colleges. As has been indicated, the influence of the distinct local character, industrial location, and perhaps geographical location of the junior colleges may be a confounding factor in any attempt to investigate the characteristics of part-time faculties.

The sources of part-time junior college teachers are greatly influenced by the general characteristics of the community in which a given junior college is located. Outstanding local people, sometimes retired, can be drawn into the teaching program, and their exceptional talents used to strengthen the college curriculum. Many localities have specialists, experts, authorities, top-management or sales people, doctors, and other professional personnel who would be interested in teaching part-time. In fact, the sources of part-time teachers appears to be limited only by community location and the junior college administrator's contacts, imagination, and willingness to pursue the available resources of the community. Many junior colleges that have actively pursued part-time teachers have a virtual surplus of available part-time faculty, which places them in an extremely advantageous position. Commonly, part-time positions in terminal-technical programs are the most difficult to fill.[27]

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[27]Ibid., p. 14.

The community junior college must continue to prepare its students and the community's citizens for the present as well as the future. By virtue of the occupations, background, and/or experiences, many of the available part-time faculty are, and could be, able to make valuable contributions in aiding junior colleges in fulfilling their purposes.

In conclusion, it has not been my purpose to identify or make light of the many problems that will face junior college administrators in the future, they are well aware of these problems. It has been my purpose to examine the mounting needs and demands for community junior college teachers, characteristics of new junior college faculty members, sources and suggestions for attracting these needed teachers, and finally, to look at the area of part-time junior college teachers.

Buildings, supplies, and facilities are necessary to effective instruction, but all of these are to of no avail if a competent professional staff is not available to carry out the instructional program. It is generally believed by educators that the faculty is the "blood and guts," and of paramount importance, in building the college educational program. The discussion presented in this discourse should point out vividly that this belief is particularly true in community junior colleges.

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